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ABSTRACT

This booklet presents descriptions of courses at Alverno College that were being offered during the fall of 1971 and that in some way attempted to deal with special aspects of the education of women students. In each case the faculty member listed the approach or changes in content, methodology, etc., that reflected awareness of women students' needs. The information is divided into 5 categories: (1) content; (2) concepts to be incorporated in the class; (3) methodology of teaching; (4) extra-curricular activities; and (5) career opportunities. The fields of study included are art, dance/physical education, drama/speech, English, education, foreign languages, history, library science, mathematics, music, natural sciences, nursing, philosophy, religious studies, social sciences, political science, psychology, and sociology. (HS)

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Summary of Departmental Presentations on
EDUCATION OF WOMEN

The information found in this booklet was collected through questionnaires distributed to members of the faculty during the fall of 1971. Only courses which were currently being offered and which in some way attempted to deal with special aspects of the education of women students were described. It is important to keep in mind that the enclosed descriptions reflect neither total course content nor methodology.

In each case the faculty member listed the approach or changes in content, methodology, etc. that reflected awareness of women students' needs. The information is divided into five categories:

- (1) content
- (2) concepts to be incorporated in the class
- (3) methodology of teaching
- (4) extra-curricular activities
- (5) career opportunities

This booklet is intended primarily as a vehicle of "in-house communication" among Alverno students, faculty and administration for the purpose of stimulating further discussion and criticism.

ME 003148

RESEARCH CENTER ON WOMEN
ALVERNO COLLEGE
Milwaukee, Wisconsin 53215

ART

CONTENT

A 122: Art Methods--Elem. Grades

the course accents methods and media; however, the few art educators who are women and write can be studied.

A 170, 172: Metalworking, Enameling

there are several women artists in these fields whose work is studied.

DANCE/PHYSICAL EDUCATION

CONTENT

Pe 010: Foundations in Movement

includes study of the anatomy of woman's body

Pe 173: Theory & Philosophy of Dance

includes discussion of the current position of boys and men in dance

Pe 005: Folk dancing

Girls like to take boys' parts. This brings up a discussion of the differences in male leading, girl following, and the psychological differences involved.

CONCEPTS TO BE INCORPORATED INTO CLASSES

Emphasize past contribution of women in this field. Discussing students own movement contributions. Emphasizing good posture (for self-confidence)

DRAMA/SPEECH

Sp 002 (all sections), Sp 030, drama courses, theatre technical courses:

METHODOLOGY OF TEACHING

use of discussion techniques of various types to discover the needs of students as women in their various disciplines and then through various assignments to meet these needs

CONCEPTS

women are women and are competent to participate in all phases of our speech and drama program. We expect of them responsibility to commitments and full cooperation with classroom work and extra-curricular activities

METHODOLOGY OF TEACHING

Develop initiative to expand possible roles
of women in today's society
Develop responsibility to self and others
Develop self-confidence and security
Develop creativity through exploration,
improvisation, composition and strategy

EXTRA CURRICULAR ACTIVITIES

Recreation club and orchesis.
Dance residencies

EXTRA-CURRICULAR ACTIVITIES

Theatre Alverno: 2 or 3 productions per
year
Choric speaking Christmas program
performed for women's groups

CAREER OPPORTUNITIES

TV and radio reporting, personnel
work, teaching, campaigning for
various political and other causes,
technical stage work, acting careers,
sales, etc.

ENGLISH

En 050: Intro. to Poetry and Fiction

Discussed even more poetry by female authors than male as students brought in poems for study. Discussed "love poetry" generally as differing in point of view depending on persona of speaker. Imagery, general description of the "beloved" came to be more closely scrutinized as a result. Several students chose research projects on contemporary women poets.

En 051: Intro. to Essay and Drama
many dramas are read that have female protagonists: Antigone, Major Barbara, Desire Under the Elms, A Glass Menagerie; these specifically treat problems women have to face, whether or not they are typically feminine problems; all these works will provide many avenues of discussion about women.

En 100: World Literature

ANNA KARENINA, MADAME BOVARY are both studied. We look at female characters, their relationships with men, also in CRIME AND PUNISHMENT, STEPPENWOLF, and others. We discuss our attitudes toward the "ideal woman", how she changes, can we identify with her, etc.

En 111: Practical Literary Criticism

study of feminist criticism as one movement in contemporary criticism; conscious use of literary works by women for analysis.

En 184: Structural History of Language

the study of language affords much interesting information on how language reflects and influences attitudes. The whole concept of "herstory" and other new words like this will be examined. How much are our attitudes toward women influenced by the words we use?

Hu 001: Humanities I

we study the relationship of the culture of the main historic periods and the art of the time. This year we are especially stressing attitudes toward women at various times. For example, we examined the contrast between the actual subservient position of Greek women in the Classical Age and the strong role women play in the hierarchy of the gods, as heroines of story and drama.

En 156: Contemporary Drama/ Milw Theatre

class work focuses on feminine roles in the plays concerned wherever possible.

En 150: Shakespeare

A focus of the course will be Social Roles in Relation to Dramatic Roles in Shakespeare's Plays--including primarily roles of women.

En 154: Fiction: Contemporary Novel

several women novelists are studied, including Joyce Carol Oates, Eudora Welty, Elizabeth Janeway, and May Sarton

En 012, 110: Written Communications and Advanced Composition

although these courses are not content courses, we often find ourselves discussing women's roles. Several students have written themes dealing with their own experiences in sexist society. One theme in particular dealt with how the English language is itself oriented toward male dominance.

En/Ls 115: Children's Literature

The article "Women in Children's Literature" is used to stimulate discussion of sexism in children's lit. Also, the bibliography "Little Miss Muffet Fights Back", a listing of non-sexist books for young readers is used

En 107: Early American Literature

very difficult to include here all the ways in which content of this course reflects women's life, history, roles, contributions, etc. When we study the Puritan community, we study the role of woman in that social and religious setting, we talk about the Puritan family; when we discuss the concept of antimomianism, we get to know Anne Hutchinson; we try to decide how and why Anne Bradstreet wrote such self-effacing poems. When we read the stories of Irving, we try to see how his conservative, nostalgic stance in political matters is reflected also in his female characters: Rip's wife, Katerina. We study Hawthorne's women at the same time as we study his men, etc., etc... .

CONCEPTS TO BE INCORPORATED INTO CLASS

"Equality"--what does it mean now and in 1776? Changes in our understanding of equality related to hierarchical, political and ecclesiastical structure, slavery, etc.

relationship between reality and fiction: the woman has always been important as a subject of the artist--is her actual role changing?

the relation between image-making and societal values.

respect for the woman student's imaginative vision and the articulation of it.

respect for the woman student's evaluative judgment and for the articulation of it.

METHODOLOGY OF TEACHING

teacher as resource person, less emphasis on authority.

drop term "girl", substitute "woman" because: (1) a girl becomes a woman at about 13 but our language reveals that we consider marriage the turning point, "married women" not "married girls", (2) responsibility for adulthood strikes the female long before marriage does (3) respect.

encouragement of students in defending their positions.

EXTRA CURRICULAR ACTIVITIES

career discussions scheduled designed to be realistic and to raise aspiration levels

monthly sessions for reading one's poetry or other writing at the homes of students and alumnae to help students learn to value their talents and to appreciate those of their "sister" students, as much as a lesson in self-esteem as in poetry reading

CAREER OPPORTUNITIES

T.V. and other Communication Media-- advertising (must reverse sex bias in popular image-making ads)

Writing (all female conflicts not automatically resolved by "love, marriage and babies"), fiction, drama, etc.

Commentators: who takes seriously women as analysts? presently too ~~xx~~ exceptional in number to be part of status quo.

Law: women must enter the legal profession in large numbers before their demands for legal reform will be taken seriously

Medicine: we need female doctors with dissenting points of view--women who understand the relation between women's physical and mental health from some perspective other than the usual pathological or Freudian one. A humanistic orientation for medicine.

Politics: why not a woman president? and of a more widespread nature, we need more women in politics on the local level. Too many women are doing only canvassing, mailing, "manning the polls", etc

Church: emphasis on ministerial gifts and training, all areas that directly affect their lives (abortion, birth control)

These suggest the kinds of areas we're exploring in order to relate our discipline more specifically and meaningfully to careers

EDUCATION

Ed 149: Education of the Disadvantaged
one goal of education: freedom and maximum choice of ways to earn a living. The "feminizing" of American male and female by reward structures in typical schools is discussed as well as values, feeling, affective education.

Ed 112: Philosophy of Education

research on "women in education" or the "education of women" is suggested as a topic for student research. One class period is devoted to this topic.

Ed 143: Social Studies in the Elem. School
the article, "textbooks and channeling," on sexism in children's books is used.

CONCEPTS TO BE INCORPORATED

instill a new concept of "dedicated teacher"; move away from that of the teacher who will do what she is told and not "rock the boat."

develop concept that teachers must discipline their own membership; new look at tenure and promotion policies

legal rights of teachers, women in particular, are discussed

women have generally been considered inferior; therefore, education was to be different and not as intellectually challenging for them. The entrance of women into the teaching profession was a turning point in favor of the education of women

METHODOLOGY OF TEACHING

time line of education of women throughout history--combined with lecture

FOREIGN LANGUAGE

FRENCH

Fr 80: Survey of French Literature
women writers are studied in relation to the cultural and social circumstances in which they wrote

French Impressionism

study of the transition from realism to impressionism includes work by several women painters, musicians, composers, etc.

SPANISH

Sp 080: Survey of Spanish Lit
although the subject lends itself to great development of exploring the women's life, roles, contributions throughout the literature of Spain, this is not the goal in the courses offered. In a seminar course, the subject could and should be explored

METHODOLOGY OF TEACHING

recordings of women artists are used in class

HISTORY

CONTENT

Hs 180: History of American Cities
readings planned on problems of women,
minorities, families in surviving the
cities

Hs 189: History of Wisconsin
readings planned on history of women
and ethnic groups in Wisconsin

Hs 189: Issues Before the U.N.
students are expected to prepare a
study on one or more nations for this
course; the studies are to include
research on the status of women.

Hs 050, 165, 166: Russian History
discussion of the following: role of
women in primitive slavic culture;
western style 18th and 19th century
Russian culture; the woman in 20th century
Russian culture; role of women in the
awakening (lit., art, politics) in Russia
and Eastern Europe is particularly emphasized;
place of woman in society in the soviet
union is explored in depth and contrasted
with the place of women in the U.S.
Research on Catherine the Great and women
revolutionaries is encouraged.

Hs 66: Historical Inquiry
readings by female historians are included

Hs 060: History of Western Civilization
role of woman considered in earliest
civilizations; major emphasis on Greek
and Medieval and Enlightenment views and
role of women.

Hs 050, 175: History of China, Japan
In Chinese and Japanese history we analyze
and interpret women's life, history, roles,
contributions etc, whenever and wherever
possible. In each case we can compare and
contrast changing conditions in different societies.

Hs 053, 108, 118: U.S. History

wherever we can we discuss women's
contributions in literature, reform,
humanitarianism, political and
economic development.

Hs 050: Middle East History

the role of women and the difficulty
women have trying to change from a
role given them in traditional society
to what they want now.

Hs 185: Modern Imperialism: Africa
course takes cognizance of women in
2 ways: (1) identification of women
who, as professional historians, are
authorities on imperialism and (2) note
the role women played in some of the
major exploratory trips in Africa in
the late 19th century.

CONCEPTS TO BE INCORPORATED

the need for an understanding of the
long struggle women have had to get
basic rights recognized

METHODOLOGY OF TEACHING

less emphasis on lecture method, more
study in small groups, and other
experiments in ways of encouraging
women to undertake initiative and
responsibility for their education

department attempts to develop and
encourage leadership by having
students actively engage in the
planning, publicizing, and
execution of department-sponsored
lectures, discussions and programs

LIBRARY SCIENCE

CONTENT

Ls 135: Administration of the Library and/or Media Materials Center

about 82% of the people in the profession are women, yet few have positions of authority. Most of our students will be working in small school-related libraries. Emphasis on learning administrative procedures to help them be forceful and effective in their work. Librarian is often subject to pressure from many groups and she must be aware of her rights and authority in order to avoid weakness which reinforces an image that has hurt the profession for many years.

Ls 130: Library Science

emphasis on the philosophy behind reference service and an awareness of personality; work again to build self-confidence.

METHODOLOGY OF TEACHING

literature on women is provided and a library of materials on all aspects of women's lives

the Research Center on Women is served by the library

MATHEMATICS

CONTENT

The content of mathematics is hardly the subject matter for women's studies. What pervades the field, however, is the cultural bind that women's minds are not "mathematical". Finding instances of the falsity of that assumption is a continuing activity in the courses. There is a move to pointing out the work of women mathematicians, "Women of Mathematics", The Mathematics Teacher, April '70, Vol. 63, pp. 329-337. Often their work was published under false names and was indistinguishable from male writers' work. Keeping track of the feminine contributions and pointing out good texts written or co-authored by women is emphasized.

MUSIC

Mus Lm 032: Hymnody & Psalmody

plan to emphasize at least one notable woman's contribution as a translator of hymns during the 19th century

It is only in this century that we are having more women contribute of their musical talents in writing music for church. Incidentally, some of our own faculty are renowned for their contributions in this field

My 141: Influence of Music on Behavior

we take note in our readings of the important contributions made by women in this area

My 25: Orientation to Therapy

attention is drawn to the fact that a well-qualified music therapist can work in cooperation with other medical personnel and need not be in a subordinate position

My 131: Psychology of Music

attention is drawn to the many contributions of women in this field

Vo 009: Vocal Technique

no prejudice in this field although history indicates a preference for males

Ms 161: Choral

few composers of choral literature are women--we plan to do some research. Choral conductors are predominantly male--this is not due to ability but to administrations' frequent desire for men in this position.

Ms 025: Chorus

last concert included texts by Emily Dickinson and Phyllis McGinley

Me 135: Music in Jr. and Sr. High School

Tm 156: Advanced Composition

reference to women's contributions in the field of composition

Applied Organ:

students alerted to recordings or performances by leading women artists in the field such as Marie Claire Alain, Catherine Crozier, Marily Mason, Gillian Weir and others

Tm 159: Choral and Instrumental Arranging contributions of women are noted: many outstanding women in choral arranging while mostly men are outstanding in instrumental arrangement.

Applied Music Performance

when feasible, compositions by women composers will be studied and performed with the intention of demonstrating what women have done in the area of composition

CAREER

in this class it is pointed out that there are as many men as women in this field; work in this area is not, therefore considered "women's work" meaning inferior.

point out that there is some discrimination in job market against women conducting high school instrumental groups

NATIONAL SURVEY

INTRODUCTION

III. THE PERSPECTIVES IN BIOLOGY:

1. Women Biology

In analysis of the "population problem" one class period was devoted to whether alternate roles for women would have a significant impact on U.S. demographic concerns, whether or not women were free to pursue alternate roles. Text: **ALTERNATIVE MATRIMONY & MATELLATION**

11/11/71, Judith Blake used for discussion.

Also, discussion of woman's role as consumer and housekeeper and how it can be used to pressure merchandisers of contingently unwanted materials. Also, discussion of birth control methods for both sexes, making clear that clinical sterilization procedures are much simpler and cheaper when performed on men than are the comparable procedures for women.

IV. THE FIELD GROUPS

VI. 1971: Women biology

attention to paid to woman's contributions in this field

V. 1971: General Bibliography

Scientific contributions of women are included where applicable--for example Mary Wakschlag's work in the area of sterilization.

VI. 1971: Women Bibliography

Contributions made by women are included

VI. 1971: A bibliographical survey

not applicable

VI. 1971: Two professional

discusses their range of helping professionals

DISCUSSION

and application; a possibility to calling effect on the range of contributions of women in biology, but others American women have been conditioned to avoid the field it is hard to begin.

CONCEPT

emphasis on "science as method". keep female citizen in touch with what informed person must know to be effective in this technological world

EXTRA-CURRICULAR ACTIVITIES

A project is presently under way to assess the physical fitness of the students at Alverno. The fitness measure being employed is that of maximal oxygen uptake, as determined by the method developed by Astrand with the bicycle ergometer. The most immediate application of this data will be in conjunction with experiments being conducted by a member of the Biology department. Other departments have expressed interest in the data. Some tentative uses of the fitness data that have been suggested are as follows:

- 1) to compare our fitness norms with those of other comparable groups of women
- 2) to develop fitness norms for the Alverno population
- 3) to examine correlations that may exist between fitness and academic achievement
- 4) to examine fitness in the light of recency of participation in a physical education course
- 5) to provide data to an exercise physiologist currently writing a book on Aerobics for women
- 6) to compile a longitudinal cross-section of fitness data on women by using not only the 18-22 year old population, but also our students in continuing education, the 25-50 population
- 7) the tests will also serve as the basis of aerobic exercise programs during the spring semester that will involve up to 40 women. The women will be re-tested at the end of the semester to assess their improvement in fitness.

field students work with Dr. Millicent Ficken and so see a woman professional in the field

students attend professional meetings where they meet women in the profession

visits by local scientists, particularly women, to reinforce concept of female playing a dynamic role in advance of human knowledge and "know-how"

CAREER POSSIBILITIES

meetings with majors and minors to discuss career goals and reinforce goals of other students in light of changing science scene

increase hireability of El Ed majors by giving them stronger experiences in basic sciences

NURSING

CONTENT

N127: Psychiatric Nursing

discussion of "nurturing" which is part of nursing and also considered part of "women's role".

N169: Med-Surg Nursing

because of the nature of the nursing profession the course reflects women's life, history, roles, contributions, etc.

N148: Nursing of Children

emphasis on father-participation in childcare, sex education seminar, premarital sex, contraceptives, drugs, working mothers, childcare, adoptions (single, male), development of male and female roles (seminar) are all topics of discussion.

N150: Maternal Information Nursing

preparation for parenthood; image and role of mothering and fathering; planned parenthood seminar; unwed mothers and fathers; emphasis on the "pregnant family".

N179: Trends and Issues in Nursing

Education of nurses in service institutions rather than academic settings; nursing leaders who influenced the studies in nursing; nurse power through the A.N.A. and N.L.N.; increasing participation in research; "independent practitioner" concept.

N195: Leadership in Nursing:

preparation for leadership roles in all areas of nursing; administrative theory and the science of leadership as applied to nursing; principles of teaching and pursuit of independent functions of professional nursing

N 160: Community Health Nursing

exmination of traditional nurse role and what professional nurses in the community now achieve (independent professional and peer recognition by other professional health workers

history of women nurse leaders in community health (public health)

C.H.N. and their ability to problem solve and aggressively participate in epidemiological research even on staff nurse levels

in the unit on family we examine traditional male-female models and the emerging roles of father and mother in child rearing

explore health needs of working mothers, childcare

discuss human sexuality in the adolescent and its relationship to current health problems (V.D., high incidence of divorce in young marrieds)

METHODOLOGY OF TEACHING

all nursing courses listed except N179 include 9-12 hours per week laboratory experience in a variety of community health care settings; N179 incorporates field trips to specialized and innovative areas of nursing practice

clinical areas--discussion, one-to-one counseling and guiding of student; role model of instructor in home visiting; presentation of student projects either in seminar or department assembly

CONCEPTS TO BE INCORPORATED

historically nurses have been designated the "handmaiden of the Physician". In professional nursing we no longer accept this narrow concept; we see her as a practitioner with independent functions as well. As an independent practitioner she collaborates with the physician and other members of the health team in promoting a program directed to prevention, treatment and rehabilitation of health services.

changing sex roles; kinds of discrimination in health profession; sex education and sexuality.

encourage participation of students in legislative process to promote meaningful legislation and funding for health needs of women, mothers, and their families.

administrative theory, leadership science, role of professional woman in effecting organizational change as it relates to health care system. Management of, care for, group of patients as well as para-professional workers

primarily recognition of change in woman's role as related to her "mothering" role and its effectiveness. The student in the community health nurse role is encouraged to analyze her expectations of the "mother" and to consider whether these are realistic in terms of the woman's growth, development, and needs. The student as community health nurse is taught techniques to initiate change in agency policies which meet needs of mothers and families (ex: will child clinic open in the evenings so the father can take children or at least help to manage them and for working women to receive adequate health care for themselves and children after 5:00 p.m.)

CAREER OPPORTUNITIES

recognizing true independent nurse practitioner

opportunities in Regional Medical Programs, on Comprehensive Health Planning Boards and Committees, Nurses in Occupational Health Nursing

EXTRA-CURRICULAR ACTIVITIES

students encouraged to investigate community agencies and resources and to incorporate their findings in referrals

PHILOSOPHY

CONTENT

Sex roles are considered briefly in the course of analyzing human social existence. The topics which center on human nature, human person, and reality are general.

Discussion of topics in PERSPECTIVES IN PHILOSOPHY by Suzanne Langer includes the meaning of difference, rationality, intuition, objectivity and subjectivity of judgment, the fallacy of stereotyping, the need not to reinforce certain commonplace views of women but to put them in the proper perspective.

Discrimination against women is frequently used as an example of what can happen if people neglect to investigate and take a stand on basic philosophical issues; it is similar to what happens to racial minorities.

CONCEPTS TO BE INCORPORATED IN CLASS

Stimulation to leadership, responsibility, and independent thought

Conscious consistent effort to convince women students of their ability to do the intellectual penetrating that philosophy demands

Need for women to philosophize on basic issues which do or could have an important bearing on their lives

METHODOLOGY OF TEACHING

Consistent conscious use of "human person" for the generic term "man" found in most texts

RELIGIOUS STUDIES

CONTENT

R1001: Old Testament

meaning of man and woman according to the two creation accounts; the Fall; teachings, beliefs, and attitudes towards women; role of biblical images and metaphors in formation of cultural attitudes toward women and their role in society; self-identity of woman

R1 005: Faith & Contemporary Person

what does it mean to be a woman in the church today? with respect to: forms of worship, beliefs and creeds, decision-making power; how have women contributed to the formation of these elements in Christianity? special consideration given to women's viewpoint on ethical questions (birth control, abortion), the marriage rite formula, use or lack of feminine in vocabulary of prayers.

Text: Monica Hellwig. What Are The Theologians Saying?

R1: Old and New Testament

article used: by S. Margaret Rowe, "A Ministry for Women", used for discussion and provides insights on the position of women as presented in the scriptures.

R1 170: Theology in Dialogue: Myth and Symbol

discussion units: myth in relation to medical healing (childbirth); myths in which all humans were originally male; women and witchcraft; anthropological and sociological aspects of mythology; marriage in symbol & rite.

R1 170: Theology in Dialogue: theology of Non-violence

study includes women who have given expression to the principle of non-violence: Dorothy Day, Hannah Arendt, Simone Weil. Discussion topic: Were the male non-violent revolutionaries (King, Gandhi) reflecting qualities in their action and teaching that the dominant culture labels "feminine"?

R1 110: Black Theology

meaning of liberation and movement of minority groups into participatory functions is discussed; comparison of status of women and status of black persons (men & women); self-identity of black woman in church.

CONCEPTS TO BE INCORPORATED IN CLASS

scripture as authored exclusively by men as a male interpretation of religious experience; scripture reflects the patriarchy of its times

METHODOLOGY OF TEACHING

special attention is paid to vocabulary

teacher-student relationship is explored to find ways of encouraging self-initiative and responsibility in students

SOCIAL SCIENCES

ECONOMICS

Ec 051: Intro. to Economics

women's contributions to the economic field are cited.

Ec 160: Macro Economics

women's contributions to the economic system are cited.

Economic History of the U.S.

research papers will be required and the contribution of women to the economic system will be suggested as a topic

POLITICAL SCIENCE

Ps 050: Fundamentals of Political Science

women's life and roles are discussed primarily in context of sex as an independent variable that affects styles and intensity of political participation. Specific contributions of women as a categorical group have not been explored

Ps 104: State and Local Government

women's roles discussed primarily in connection with an independent variable known as familistic-urban life style and its effect on public policy. (This is but one of several independent variables, not a dominant one.)

Ps 103: American National Government

in a discussion of social change the politicization of women is one factor explored. Little attention is given to "specific" public policies that relate directly to women.

Ps 121: Political Parties and Pressure Groups

primary focus is on the nature of membership, functions performed, recruitment patterns. Specific interest groups examined include NOW.

PSYCHOLOGY

CONTENT

Ps 011: Intro. to Psychology

although surveys of personality theories and social psychology are brief in this course, evaluations of the theories and research with respect to their validity for women today are an important part of these topics; "emotions" is one topic of study, including Dr. Magda Arnold's theory of emotion.

Ps 100: Development and Human Learning

throughout the course developmental questions as related to girls and women are an integral part of the course, including special emphasis on sex-role typing of both sexes during childhood and adolescence.

Ps 115: Psychology of Women

course deals with the theoretical and research questions in the psychology of women

Ps 125: Personality and Behavior Disorders

students select a personality theorist to study in detail; among those selected was Karen Horney

METHODOLOGY OF TEACHING

strong emphasis on development of cognitive skills of students, especially analysis, synthesis, and evaluation since these have been under-emphasized in education of women

opportunities for oral presentation in small and large groups to develop students power to communicate and to enhance self confidence. Critical evaluations are required of all students

field experience is an integral part of most psychology courses

joint planning of courses by faculty and students develops responsibility for own learning

EXTRA-CURRICULAR ACTIVITIES

lectures and presentations by psychologists in the area, especially women

discussions of career opportunities by guidance director and visiting professionals

attendance at State and Regional psychological conventions to expand horizons of students and raise aspiration level

CAREER OPPORTUNITIES

psychology is a relatively open field for women; however, it is necessary to encourage students to plan for graduate study in many cases, thus expanding and deepening their approach to learning

SOCIOLOGY

Foundations of Sociology:

a primary interest is the effect of the society upon its individual members; the definition of roles, such as "woman," and the socialization process. Class studies how society has made us "who we are" and thus becomes aware of what previously were taken-for-granted factors in the feminine role and also becomes aware of alternatives. Peter Berger's INVITATION TO SOCIOLOGY is used, with the "role of woman" then used as the primary illustrative material. Dorothy Lee's FREECOM AND CULTURE is used in the culture units. She is a homemaker and an authority in her academic field and writes from both perspectives.

So 103: Social Institutions

Discussion of family as institution includes family cycle, roles, change and comparison with roles of women in African society; discussion of women and religion, education, politics, economics also occurs in the same way, with examination of role and change.

So 101: Dominant-Minority Group Relations

stresses three areas: (1) women as a minority group: similarities and differences with other minorities (2) present status of women, economic and political (3) strategies dealing with minority group placement

So 161: Intro. to Social Welfare

most of the initiators of social work were women and most texts for years referred to social workers as "she." The very fabric of the field has been stitched together by women like: the Abbotts, Addams, Baker, Barley, Barnett, Bartlett, Benedict, Beveridge, Bishop, Breckinridge and a thousand others. Women are almost totally responsible for the development of treatment and methodology and have made vast contributions to the development of theory and its associated body of knowledge

So 011: Political Science and Poverty

covers American political system, citizen participation and power, focusing on attempts to relieve poverty at various levels; discussion of higher poverty rates for women and their families and lower political participation by women; possible solutions discussed

SSc 010: Economics and Poverty

the woman as consumer; the plight of the welfare mother; role stereotypes; sex discrimination; differential treatment; sensitizing oneself to the plight of the oppressed.

METHODOLOGY OF TEACHING

analyzing newspaper and TV coverage